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ATTITUDES IN RELATION TO TWO TEACHING STYLES

BY



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Attitudes in Relation to Two Teaching Styles" submitted by Baldev R. Abbi in partial fulfilment of the requirements for the degree of Master of Education.

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## ABSTRACT

This study investigated the relationship between certain attitudes held by observers, and their preference for one of two styles used. Both lay persons and professionals were used as observers or evaluators of the two teaching styles. The attitudes held by the subjects along a certain dimension were explored with the help of a questionnaire, constructed by the researcher, modelled after a well-known attitudinal scale. The attitudinal dimension investigated is the very involved and common liberal-conventional continuum, comprising mainly social attitudes. The two teaching styles chosen for the study were:

- (1) the subject-centered, impersonal teaching, a sort of lecture method, and
- (2) the pupil-centered teaching, somewhat like a seminar.

The subjects who cooperated with the study were other than the traditional evaluators of teaching; nevertheless, they are the groups of persons vitally concerned with teaching.

The work of administration of the test instruments was finished with a group in one sitting. At first, attitude questionnaire was answered. Two T.V. videotapes or films\* were,

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\*The films were specially made for this study.



then, shown, depicting the two teaching styles. Afterwards, the observers recorded their individual preferences for one or the other teaching style on what was called the Film Preference Questionnaire.

Two-Way Analysis of Variance was done on the data collected, to test the three proposed null-hypotheses. As a result of the statistical analyses, two hypotheses were accepted at the usual levels of confidence, while one was rejected, even at a very high confidence level. The rejection of this hypothesis signified, as anticipated, that conventional and liberal subjects varied in their preferences for teaching styles.





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## CHAPTER I

### BACKGROUND, STATEMENT AND SIGNIFICANCE OF THE PROBLEM

#### I. BACKGROUND OF THE PROBLEM

A number of issues in the wider field of education continue to be unclear. Evaluation of teaching effectiveness is one of them. Like any kind of evaluation, that of teaching takes place in terms of one's own attitudes. As Biber puts it, "the problem of evaluation of teaching rests upon a question of view points" (1958, p. 213). Barr seems to be more pointed on the issue in writing that "each investigator has defined the problem and criterion of teacher effectiveness according to his interests and perception of the problem" (1961, p. 20). The implication is that the affective state of an individual influences his cognitive state, and that a person's judgments are guided by his inclinations, concerns, likings or dislikings, or attitudes in general.

Sociologists and social psychologists concur with the above view. For example, Sherif and Sherif (1967) regarded attitudes the basic determiners of judgments, evaluations or choices one makes. Newcomb et al wrote (1965, p. 67) that attitudes, acting as "stored dispositions", affect one's "overt" and "covert" behavior. That attitudes



do influence education in general, has been shown in a few studies (Capra, 1957; Biber, 1958; Bostrom, 1964).

Implicit in the above are two separate issues: (a) evaluation of teaching effectiveness, and (b) the influence of the evaluators' attitudes upon how they evaluate.

The evaluation of teaching has been traditionally entrusted to one group of people: administrators, such as the principals and the superintendents. There is, however, some doubt in regard to their competence and ability in this matter (Worth, 1961). This would lead one to think that it might be desirable to involve other groups of individuals, too, in the evaluation of teaching.

On the other hand, the influence of attitudes on the evaluation of teaching is a much more complex and involved problem. There is a whole range of attitudes that may affect evaluation. No single study may hope to tackle the entire problem thoroughly by including in its scope all possible attitudes. Research on the problem, therefore, has to be based upon certain specific, selected attitude only.

## II. STATEMENT OF THE PROBLEM

The present research aims at investigating the influence of the attitude of the evaluator on the evaluation of teaching. Since the field of attitudes had



to be limited, it was considered advisable to concentrate on one attitudinal dimension only. This dimension may be called 'liberality-conventionalism', and was chosen because it seems to be a pervasive dimension, the one that affects most of the evaluations one makes.

A person may be said to have a 'liberal' attitude if he is willing to experiment with new ideas, and does not have a closed mind. That is, such a person is prepared to listen to unorthodox views, and to judge them on their own merits. On the other hand, if a person holds on strongly to already established beliefs and practices for their own sake, and is unwilling to entertain fresh views and ideas, he may be regarded as having a 'conventional' attitude.

The area of teaching techniques is characterized by such a large variety that it is not easy to find two teachers using exactly the same technique. Various attempts have been made at categorizing them (Edmiston & Braddock, 1941; Schewbel & Asch, 1948; Faw, 1949; Brinkley, 1952; Bloom, 1953; Ward, 1956), some running to as many as ten classifications. The present study was based on two categories only. They are: the subject-centered, or the lecture method, and the pupil-centered or the seminar method.

Various definitions of the two techniques are available in the literature. Some of them are quite divergent from each other, however. In this study, subject-





centered method was taken as the one where the teacher delivers a lecture, a sort of "uninterrupted monologue" (Loud, 1954, p. 30), in which there is hardly any verbal feedback from the students. On the other hand, a teacher who uses the pupil-centered approach, though mindful of the subject-matter to be dealt with, concentrates mainly on the interests of the pupils, their reactions, and allows opportunities for a good deal of mutual discussion on the issue at hand.\*

Though administrators usually evaluate teaching, it is obvious that there are other crucial groups of people, too, for example, parents, teachers and would-be-teachers. Clearly, these groups are more directly concerned with the process and the product of teaching. It was considered highly desirable to associate such groups with the evaluation (of teaching).

Parents are considered an important group in this study for obvious reasons. Students spend a significant portion of their life in the company of parents, and are bound to be influenced by their (parents') attitudes, views, etc. Education, therefore, can achieve its fuller potential more easily when the two major agencies in a school-student's milieu -- the home and the school -- work in unison.

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\*See Chapter III for a more detailed description of such, and other terms.





Differences between the partents' perceived and preferred teaching methods, i.e., between the method the parents think their children are being taught by and the method they want their children to be taught by, might be a potential source of friction and misunderstanding between the home and the school. Such a misunderstanding would not be very conducive to education. To minimize the risk and to achieve a more harmonious relationship, therefore, the perceived and the preferred models should be as close to each other as possible. The home and the school, then, would not be working at cross purposes, thus making it easier for the goals of education to be attained.

It may not be hard to convince one regarding the desirability of involving pupil-teachers in the evaluation of teaching. Studies, such as the one by Peck (1960), indicate that the personalities of the teacher-trainees influence the effectiveness of their teaching. And attitudes are an important component of the personality. No study has been done, to this researcher's knowledge, to relate the attitudes of teacher-trainees with the evaluation of teaching. The present investigation may help to fill this known gap in our knowledge.

The reasons for involving the teachers in evaluation of teaching are obvious. Since teachers serve to some extent as the vehicle for the dissemination of knowlecge, they are certain to affect the kind of attitudes their students come to



possess. Therefore, it would be worthwhile to know the relationship of teachers' attitude to their evaluation of teaching styles. It should be possible, then, to predict as to which teaching styles they would prefer -- and adopt -- on the basis of their attitudes.

For the foregoing reasons, these three groups of individuals are included in the study. Using them as evaluators, an attempt is made to investigate the relationship of their attitude (along the 'liberality-conventionalism' dimension) to the evaluation of the subject-centered and the pupil-centered styles of teaching. Though there are two ends of the attitudinal dimension used, they are mutually exclusive. That is, a person having liberal attitude on a subject, will not have conventional attitude in the same area, and vice-versa. This is also true of the two teaching styles adopted for this study. The situation may be visualized through a two-way classification, one factor having the attitudinal ends as its levels, and the other the two teaching styles.

### III. SIGNIFICANCE OF THE STUDY

Relatively little is known about the effect one's attitude has on the evaluation of an important aspect of the educational process: the teaching methods or styles. Barr (1961) found that the evaluation of the teaching style of the same teacher is strikingly different. Worth (1961)



obtained similar results, in his study, using the traditional evaluators: the administrators. One may wonder as to the correlates of this difference. One plausible explanation seems to be that the observed difference may be due to one's attitudes or preferences. If so, the difference should be all the more pronounced if very different teaching styles are evaluated. This seemed to be a fascinating avenue to explore. If the relationship between attitudes and the evaluation of teaching styles were to be reliably established it could have crucial practical implications. For example, it may give an idea about a community's preferences for a certain mode of teaching. This information would help in the hiring of new teachers in that community. The teachers already engaged may try to adjust their teaching styles, so as to bring them in harmony with the preferences of the supporting community.

Teaching techniques are important from another angle too. Teachers, among others, are likely to leave a strong imprint upon the attitudes of their pupils through their technique of teaching. If it becomes known, then, that attitudes and preferences for teaching style relate in a particular known way, a community may wish its youngsters to be taught through specific teaching styles. Of course, these teaching styles would need to be consistent with the kind of attitudes the society rather have its youngsters acquire. Such a view, however, is open to the criticism that





education here is being regarded as indoctrination.

There is, also, the possibility that preference for teaching styles and attitudes may interact. Should there be interaction, it would imply that a person with liberal attitudes may show a preference for the conventional mode of teaching. The absence of interaction would seem to mean that a person with liberal attitudes prefers the pupil-centered mode of teaching. A similar argument may be advanced for a person with conventional attitude. What in reality is the situation, deserves to be explored.

A tangential shoot of the present research may be the realization of the possibility of being able to alter attitudes through appropriate teaching techniques. Of course, it must be kept in mind that the realization of such a possibility is predicated upon the establishment of the link between attitudes and teaching styles on a very firm basis. That is, it must become known as to which teaching styles instills or nurtures what kind of attitude.

The outcome of the research may also further our understanding of teaching-evaluation. The contradictory findings in this field, where a teacher is seen as outstanding by one observer, and mediocre by another, may get a chance to be reconciled, if evaluation of teaching is found to be related to one's attitudes.

It would also be interesting to involve in the





process of evaluation, groups of individuals so far neglected, but having a more direct stake in the process and the product of teaching, than any other group. Parents and teachers are two such groups.



## CHAPTER II

### REVIEW OF RELEVANT LITERATURE

#### I. PREVIOUS RESEARCH ON EVALUATION OF TEACHING STYLES

Teacher evaluation has generally been regarded as highly important. In the words of Barr (1945, p. 2):

... without good teachers, there cannot be good schools.... To get good teachers, ... one must have accurate knowledge of the prerequisites of teaching efficiency and possess the means of identifying these prerequisites in a trustworthy fashion.

However, there is no consensus of opinion as to what efficient teaching is, nor on how to identify it. Different researchers have defined efficient teaching in different ways, and used different criteria for measuring it. Anderson (1954) found no significant correlation between teacher evaluation measures obtained by using different techniques or criteria. The reason, he thought, might lie in the fact that most of the rating scales used for the purposes of evaluation were highly subjective.

Today one comes across the term 'teaching evaluation' most often and the term 'teacher evaluation' rarely, if at all. The reason for this change is the wider awareness that the basic factor in teaching, the classroom atmosphere, is the product of many variables, the teacher being only one of them. Fenner (1963) believed the establishment of



proper communication in the classroom, to be a vital factor in efficient teaching. Others have proposed more than one factor as crucial and important for teaching efficiency (McKeachie, 1954). Thus, the current emphasis seems to be on the evaluation of teaching techniques rather than that of the teachers.

Different researchers have used different names for different teaching styles or techniques that teachers employ (Edmiston and Braddock, 1941; Brinkley, 1952; Bills, 1953; Loud, 1954; McKeachie, 1954; Ruja, 1954). These references may be sorted out into two broad categories, however: (a) subject-centered, and (b) the pupil-centered. There has been extensive research on these two broad approaches in order to establish which one is the superior. Some studies on the two styles are summarized below. Their meanings or definitions, as applicable to the present study, are given in Chapter III.

### The Subject-centered Style

This is the traditional method of teaching. It is, however, still used extensively, at least at the higher levels of education.

Though an increasing number of educators seem to be turning against it (Bloom, 1953; Ward, 1956; Stoval, 1958), there still are many who are not prepared to regard this approach as being any inferior (Delany, 1961; Heller, 1962). One forceful supporter of the subject-centered approach is



Ausubel. He says, "Meaningful verbal exposition is actually the most efficient way of teaching subject matter and leads to sounder and less trivial knowledge than when pupils serve their own pedagogues." (1963, p. 11). Proponents of subject-centered approach argue, perhaps rightfully, that if a teacher organizes it randomly, has little to say and does not say it well, of course, his teaching is going to be dull. But that is not an inherent fault of the lecture method!

### Pupil-centered Style

Though known by various names, this is a technique of teaching in which there is an interchange of questions and answers, primarily among the members of the class, with the instructor acting chiefly in the capacity of a moderator. It is thought of as 'free-for-all' by some, with the student-interest as the guiding consideration. Moore (1952, p. 344), however, said that "when student interest alone guides the situation, learning is spasmodic and haphazard."

Most authorities regard the seminar method as the one in which there is a moderate degree of structure and mutual planning by the teacher and the pupils. Rehage (1951) found the class situations (in Social Studies), in which there was mutual pupil-teacher planning, rather than teacher-directed activity, showed a greater degree of understanding. Also, more satisfactory mutual working





relations developed under such conditions. Many other studies (Edmiston & Braddock, 1941; Brinkley, 1952; Bloom, 1953; Haiman, 1963) came to somewhat similar findings. Stoval reported discussion as significantly superior to lecture, in relation to the "ability to evaluate, synthesize, draw inferences, perceive relationships and make application of the material learned" (1958, p. 256). Ausubel (1963), however, believes that the apparent superiority of such an approach may be due to the well-known 'Hawthorne Effect', or due to the fact that research design in such studies was not very tight.

What differentiates the pupil-centered teaching from the subject-centered teaching? Many differences have been proposed, but McKeachie spells out qualities of student-centered teaching very well. According to him (1954, pp. 145-146), student-centered teaching was characterized by:

- (1) student participation in goal setting,
- (2) emphasis on affective goals,
- (3) student participation and student interaction,
- (4) group cohesiveness,
- (5) instructor acceptance of inaccurate statements,
- (6) ability to determine own fate,
- (7) amount of time devoted to discussing personal experiences and problems.



The two techniques are obviously different from each other in some crucial respects. As to how they compare, is dealt with in the next section.

### Relative Merits of Subject-Centered and Pupil-Centered Approaches

Proponents and supporters of each of the methods advance forceful arguments in their favor. However, the superiority of a method cannot be judged on the basis of the nature of the technique itself. Rather, it has to prove itself to be more effective in the field situation. Research would seem to be a logical vehicle to provide some answers to the problem.

The studies done so far do not provide an unequivocal answer, since the findings do not prove any particular method as being decisively superior. According to Taylor (1959), no valid judgments could be passed about the superiority of one method over the other. Bills (1953) carried out a study specifically designed to determine if the students taught by the traditional method differed in regard to their understandings of the course content from a group of students taught by the student-centered method, and discovered "that there was no measurable difference" (p. 316). Ruja's (1954) findings were somewhat similar.

There have been a few studies in which the discussion or seminar method (student-centered approach) appeared to be



the more favorable technique (McConnell, 1934). The number of such studies has been small, and they were directed to specific issues, such as the development of independent study habits (Rehage, 1951; Brinkley, 1952; Bloom, 1953; Ward, 1956). On the other hand, many studies support the expository method or the subject-centered approach (Forgus & Schwartz, 1957; Kersh, 1958; Tomlinson, 1962).

Certain students may gain from the student-centered approach, whereas others may see a lack of structure in it, and feel insecure. Luella Cole (1940) summed it up when she wrote that the results seem to show that the "emotionally mature student who wants to learn as much as he can about a subject", tends to prefer the lecture method, while the student who "is not happy unless he can talk ... wants special help ... wants attention paid to his individual peculiarities and interests", likes the group discussion method better (p. 326).

If one were to look for the reasons behind these unequivocal findings mentioned above, one may find that they might have resulted from the fact that the attitude of the evaluators did not form a part of the research design of the earlier studies. The role that one's attitudes might play in the evaluation of teaching is discussed below.





## II. ROLE OF ATTITUDES IN THE EVALUATION OF TEACHING

There does not seem to be any research on the role of attitudes in the evaluation of teaching. A few studies do exist on attitudes and education in general, but these are not of direct relevance here.

Attitudes, however, form a significant component of one's personality. Therefore, it would be an a priori expectation that they influence a person's preferences, including a clear preference for a particular mode of teaching. The precise direction of this influence cannot be inferred from logical considerations only, and has to be found empirically. The central aim of the present investigation was to discover the relationship between attitudes and the evaluation of teaching empirically.

Anderson and Hunka (1963) cite many references in favor of the argument that the affective aspect of personality should not be ignored. They contend that evaluator's perceptual framework plays an important role in any kind of judgments he makes. Since attitudes are an integral part of one's perceptual framework, they would seem to determine the kind of judgments one makes in general, in evaluation of teaching in particular. It is surprising that in spite of the possible link between the two, no study seems to have tried to explore it.





### III. SUMMARY

It was pointed out in the foregoing pages of this chapter that there has been a lot of research in the field of evaluation of teaching effectiveness. There are, however, no unequivocal findings. This may have been due to the fact that an agreed upon definition of teaching effectiveness does not exist. Nor is there agreement upon the method of measuring teaching effectiveness.

Most researchers have concentrated on two techniques of teaching: (1) the traditional or the lecture method, and (2) the seminar or the discussion method. These methods have been called the subject-centered and the pupil-centered, respectively, in this study. Though there are supporters of either, the research evidence does not uniformly favor one over the other.

Why have the research findings not been equivocal? It is the premise of this study that, possibly, this is due to the influence of attitudes on one's evaluation -- a variable largely ignored by the earlier researchers.



## CHAPTER III

### DESIGN, DEVELOPMENT OF INSTRUMENTS AND HYPOTHESES

#### Introduction

As stated earlier, this study purports to investigate the relationship between attitude and two styles of teaching, using three groups of persons as subjects.

The attitude of subjects may lie anywhere on the liberality-conventionalism dimension. The two teaching styles are: (1) the subject-centered, and (2) pupil-centered. The three groups of subjects are: (a) parents, (b) teachers, and (c) teacher-trainees.

#### Definitions

Many terms used in this study have specific meanings, somewhat at variance with their meaning in day-to-day parlance. In order that the reader may give uniform interpretation to them, they are defined below.

(1) Liberal Attitude. It is an attitude which characterizes the holder by receptivity to new experiences, ideas or proposals. Liberal attitude implies a tendency to judge ideas, events or people on empirical or practical grounds rather than from the context of history and tradition. Researchers would be one example of a group of people with such an attitude.

(2) Conventional Attitude. In a nutshell, it may be



said to be the reverse of the liberal attitude.

Conventionalism is an attitude of traditionalism, of judging events, ideas or people primarily on the basis of adherence to the old, established practices and/or beliefs. One who has a conventional attitude would have a tendency to protect the established practices or viewpoints against the inroads of change. A conventional person does not view as worthwhile or valuable anything that differs from his concept of what is 'proper'. Anybody having a conservative philosophy on life may be said to possess conventional attitude.

(3) Model. This term, though frequently used, means different things to different persons. Here, it is used in the sense of what Chapanis (1961) calls "replica model". According to Travers (1969, p. 77), a replica model "looks like the object or phenomenon that is represented". For example, a globe is a replica model of the earth.

(4) Subject-centered Model (of Teaching). Here, the teacher plays the dominant role. He spends most of his time in the formal presentation of the textual material, or subject matter. The learner is relegated to a rather secondary position and no special attention is paid to his individuality. The teacher is active, and the learner relatively passive. There is little exchange between the



teacher and the learner. This style of teaching is a kind of 'continuous monologue'. A straight lecture-type presentation, with the students busily taking down notes, illustrates it.

(5) Pupil-centered Model (of Teaching). This model characterizes a situation where the learner is the central figure. The teacher gives special attention to the interests and responses of the students. The lesson progresses essentially through an exchange between the learner and the teacher, as also amongst the learners themselves.

The class-discussion may be expository -- it certainly is evocative. That is, the main role of discussion, besides elucidation and clarification, is to evoke the feelings and the reactions of the learners towards the issues at hand. It is the pupils who discuss the issue, and the teacher interjects occasionally and freely.

## I. THE DESIGN

The topic of the study gave rise to many questions. Some of them are:

- (1) Do different groups of people, acting as evaluators, react to a teaching method or style differently?
- (2) Do persons with liberal attitude evaluate a teaching model in a different fashion in







comparison to those who have a conventional attitude?

- (3) Is there an interaction between different groups of evaluators and their attitudes, insofar as the evaluation of a teaching style is concerned?

A research design, suitable for answering such questions can, perhaps, be visualized through Figure 1.

		Types of Attitudes	
		j=1 (Conven.)	j=2 (Liberal)
Groups of Subjects	i		
		$X_{111}$	$X_{121}$
		$X_{112}$	$X_{122}$
		$\vdots$	$\vdots$
		$X_{11N_{11}}$	$X_{12N_{12}}$
	Parents (i=1)		
		$X_{211}$	$X_{221}$
		$X_{212}$	$X_{222}$
		$\vdots$	$\vdots$
		$X_{21N_{21}}$	$X_{22N_{22}}$
	Teachers (i=2)		
		$X_{311}$	$X_{321}$
		$X_{312}$	$X_{322}$
		$\vdots$	$\vdots$
		$X_{31N_{31}}$	$X_{32N_{32}}$
	Tr. Trainees (i=3)		

FIGURE 1

THE DESIGN OF THE STUDY



Factor I: This factor has three levels, representing the three groups of subjects, the parents, the teachers and the teacher-trainees.

Factor J: There are two levels in factor J: (a) the high, and (b) the low ends (the conventional and the liberal ends, respectively) of the liberal-conventional continuum of attitude.

Null hypotheses related to the questions given above were tested, using the above design. The details are given later.

#### Population and Samples

Three populations were involved in the study, (a) the parents, (b) the teachers, and (c) the teacher-trainees or the student-teachers.

The inclusion of a subject in the study depended, largely, upon a consideration of availability. As such, the samples used here may not be representative of the general population. They are, obviously, not random samples, either. A brief description of the samples follows.

(a) The sample of parents consisted of twenty-eight persons, gathered at the monthly Home and School Meeting. Cooperation in this study was specifically on the agenda of the Meeting.

(b) The sample of teachers consisted of thirty-eight students in Ed. Psych. 469, in the Evening Credit Program at



the University of Alberta, during 1967-68.

(c) The third sample, that of the teacher-trainees, came from two sections of Ed. Psych. 471, for the regular day-time students. There were fifty-six persons in this sample.

Thus, there were one hundred and twenty-two subjects, altogether in this study.

## II. INSTRUMENTS OF THE STUDY

### Developing the ASQ

As the design indicates, the subjects had first to be classified in two groups in terms of their attitude on the liberality-conventionalism dimension. One group consisted of liberal subjects, the other of conventional subjects.

Though a number of inventories for measuring attitudes are available, none seemed to suit well the present research. However, the 'F-scale' by Adorno et al. (1950) appeared to be the closest. It was, therefore, used as a model for the construction of an inventory specifically for this study. Its preliminary draft contained sixty-six items, reflecting the liberal-conventional attitude. Each of the items of the inventory tended to evoke a response at some location on the attitudinal dimension. There were six such locations, three conventional and three liberal, varying from extreme to moderate. The general practice is to keep the total



number of response levels or locations 3, 5, 7, 11, etc. -- an odd number. It was, however, felt that the neutral category -- 'I don't know' -- should be avoided, since it could provide an easy escape when a person cannot make up his mind quickly. The items in the inventory were related to such subjects as educational philosophy, social philosophy, child-rearing practices, etc. Subjects were asked to mark only one of the six possible response levels for every item, as per their choice.

The preliminary draft of the inventory was administered to a group of fifty-two parents and teachers and the responses were analyzed in order to improve homogeneity or internal consistency of the inventory. Since the validity of each item was determined rationally, in terms of face-validity, improving homogeneity meant its purification. Higher homogeneity was also aimed at for improving the discriminating power of the inventory -- the power to differentiate between the subjects in regard to whatever the test is measuring. The method used for this purpose was that outlined in DuBois, Loevinger and Gleser (1952). It depends upon an analysis of the inter-item variance-covariance matrix. The analysis separates groups or clusters of homogeneous items, that is, the items related to the same aspect of behavior.

When the matrix was ready for analysis, a suitable computer program was not available at the University of







Alberta. Therefore, the analysis was done on a desk-calculator.

The method\* starts with identifying three items having maximum homogeneity. Then it selects that item which gives the highest homogeneity for four items. The process is continued, adding one item at a time, and is terminated when the homogeneity starts decreasing, rather than increasing, upon the addition of the next item.

The net result was the selection of forty items, with internal consistency of .89 or .88. The two values are obtained because of different treatment of the negative covariances in the formula (1). If the negative sign of the

$$r = \frac{\sum_{i \neq j} \epsilon_i \epsilon_j C_{ij}}{\sum_{i \neq j} \epsilon_i \epsilon_j C_{ij} + 2 \sum \epsilon_i V_i} \quad - - - - - (1)$$

covariances is taken into account, the value for  $r$  is found to be .88. On the other hand, if the negative sign is consistently ignored, the value for  $r$  comes out to be .89. The monograph of DuBois, Loevinger and Gleser is silent on the issue of treatment of negative covariances. In any case, a reasonably high value for  $r$  is obtained, here, either way.

The  $r$  of the formula (1) is the same as that of Kuder-Richardson-20 (K-R-20), known to represent internal consistency.

The final draft of the ASQ is given below, while the

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\*Cluster Analysis or Method of Homogeneous Keying.



initial one, containing sixty-six items, may be found in Appendix A.

1. Education should just buckle down to the tried and true methods we used to have, and quit wasting time on new theories and experiments.
2. If mankind doesn't learn to live in peace, it is possible that one day we will all have to face God's wrath.
3. Society needs the businessman and the manufacturer a lot more than it needs intellectuals or artists.
4. Kids these days have been allowed to get more and more bold; so naturally they now have started to question the wisdom of their parents.
5. If it weren't for strict laws and punishments, most people would act like animals or worse.
6. Science may be a good thing in some cases, but it is faith in God that carries man through hard times.
7. We would all be better off, if we did not waste our time in talking and planning about social problems and just got down to honest, hard work.
8. The trouble with so-called "progressive" education is that students are just allowed to be their natural lazy selves and consequently they don't learn anything.
9. If society ever made up its mind to eradicate immoral and crooked people, we would find most of our social troubles almost over.
10. The most important thing that our children must learn is obedience and respect for authority.
11. What is now-a-days, known as liberal education, is nothing but a license to be sordid.
12. Homosexuals are a dangerous element in society and should not be allowed to be in important jobs or professions.
13. Maybe some of these modern ideas are all right, but kids were happier in the days when the parents word was "law" in the home.



14. All truly great people grew up in well-controlled homes.
15. Human nature being what it is, there will always be wars and conflict.
16. No matter what science accomplishes, certain things can never possibly be understood by the human mind.
17. Today's education is concerned with frills; so much so that we are losing sight of the subject matter.
18. Generally speaking, people can be divided into two classes: the weak and the strong.
19. It may be a virtue to show kindness, but kids would be better off if we exercised more discipline and authority.
20. The reason teen-agers today have so many problems is that they have too much freedom.
21. I think society today has morally deteriorated because too many people have lost sight of the old and true values of yesterday.
22. Nobody ever learned anything really worthwhile without hard work and suffering.
23. Society today deals too lightly with people such as sex criminals; they need severe punishment as an example to others.
24. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
25. The wild sex-life of old Greeks and Romans was tame compared to some of the going-ons in this country, even in places where people might least expect it.
26. A teacher should maintain a certain distance from her students; otherwise the students lose respect for the teacher.
27. The poor have always been with us and always will be, as some people are just plain stupid or lazy.
28. Every person should put his faith in a supreme power, bigger than man himself -- like God or whatever the person chooses to call this power.





29. What our youth needs today is some strict discipline, rugged determination and a will to work and fight for family and country.
30. The main reason for the lack of discipline in schools is that students have been allowed too much voice in how and what to do.
31. The way I see it, poverty is a personal thing and it is not up to the government to do anything about it.
32. Freedom tends to spoil and misguide youngsters; it is essential that their parents exercise strict and proper restraints.
33. Too many people attack conformity today -- actually established customs are just good sense.
34. Since the teacher is the "boss" in the classroom, she should set the rules of conduct.
35. Although some may scoff, I think fate has a definite hand in the solution of things.
36. Though authoritarian ways can be excessive, young people do not understand freedom and will take advantage of it.
37. If people accepted their place in society and quit agitating for more freedom, we would all be a lot happier.
38. The trouble with people today is that too many are living a soft life; we'd all be better off if there were more hard physical work and less material luxuries.
39. The children of yesterday seemed to turn into pretty good adults in their world; I don't see why we should question the methods formerly used with kids.
40. If Canada isn't careful, she will weaken herself by letting in too many foreigners come and live here.





### Making the T.V. Videotapes

To ascertain the subjects' preference for one of the two teaching styles, subject-centered and pupil-centered, two T.V. Videotapes were made, each taking approximately thirteen minutes to run. The same person acted as the teacher, once teaching by one style, then by the other style. This was done to eliminate 'between teacher' as a source of variation. However, using only one instructor in both the films might have introduced other unidentified variables.

The teacher was made thoroughly familiar with his role in each of the two videotapes. The classroom was also arranged differently, so as to suit the nature of the respective teaching style. Appendix B outlines the two teaching styles, and also gives a description of the setting of the classroom for the films.

The subjects used as students in the two films were the first year students in the Faculty of Education, the University of Alberta. Youngish-looking members of both sexes were selected to create the impression that they were high school students. The filming was done by the Audio-Visual Media Centre of the Faculty of Education, the University of Alberta.

### Developing the Film Preference Questionnaire

The reaction of the observers to the two teaching styles, as depicted through the T.V. films, was elicited



with the help of another questionnaire, developed specifically for this study. It contained twelve questions, related to various aspects of the two 'teaching models'. This questionnaire, called the Film Preference Questionnaire, is given below:

Following are a few questions, based on the two teaching methods just demonstrated in the two films. All questions refer to the teaching aspect of the films.

I refers to the first film you saw, and II to the second. Please circle I or II, as the case may be in your judgement, for each item.

- |     |  |   |    |
|-----|--|---|----|
| 1.  | Which film did you find personally more interesting?                                 | I | II |
| 2.  | Which teaching method, do you think, was more effective?                             | I | II |
| 3.  | Which film exhibited a more wholesome atmosphere -- from the learning point of view? | I | II |
| 4.  | In which class would you rather be a pupil?  | I | II |
| 5.  | In which film was the scope and sequence of the topic better developed?              | I | II |
| 6.  | In which film, do you think, the pupils probably learned more?                       | I | II |
| 7.  | In which film did you like the personality of the teacher better?                    | I | II |
| 8.  | In which film, do you think, the teacher showed more concern for pupil achievement?  | I | II |
| 9.  | Which classroom atmosphere would you prefer?   | I | II |
| 10. | If you were doing the teaching, which of the two types shown would you like to do?   | I | II |
| 11. | Which film showed a better planning on the part of the teacher?                      | I | II |



12. Which teaching method would, in your opinion, prepare the students for later life better?

I      II

The subjects were to respond by circling I or II, that is, the first or the second film shown, for each of the twelve questions.

### III. THE NULL HYPOTHESES

The null hypotheses, related to the three questions posed above, can be stated as follows:

- (1) There is no difference in the three populations of evaluators in regard to their liking or preference for a given model of teaching.
- (2) The population of evaluators with liberal attitude likes a teaching style as much as the one having a conventional attitude.
- (3) There is no interaction between the three populations of evaluators and their two types of attitude, in regard to their liking or rating of a 'teaching model'.

### IV. SUMMARY

An attempt has been made in this chapter to give a description of the design of the study, that of the development of various instruments required, and the hypotheses to be tested. Definitions of selected terms are also given to



provide a uniform referent to different readers. The instruments developed for this study are: (a) Attitude-Survey Questionnaire, the ASQ, and (b) the Film Preference Questionnaire.

The next chapter deals with the collection of data, their analyses, and the results obtained.





## CHAPTER IV

### PROCEDURES, DATA AND THEIR ANALYSIS, RESULTS

#### Introduction

As has been stated earlier, this study involved the determination of subjects' preference for a teaching style, in the light of their attitude. There were, thus, two issues to be tackled: (1) classification of the subjects into those having liberal attitude and the ones having conventional attitude, and (2) recording the subjects' preferences for one 'teaching model' or the other. Classification was done through the use of the ASQ; the subjects' preference for a teaching style was obtained with the help of the Film Preference Questionnaire.

The development of these instruments has been described in Chapter III; their use and the results accruing therefrom would be the subject matter of this chapter.

#### The Administration of the Two Instruments

The subjects were given a brief introduction to the research first. Then the two Questionnaires were handed to them. The Questionnaires had been stapled together in order that the measure of attitude of a subject as well as his preference for a 'teaching model' or teaching style may be obtained simultaneously, without there being any need for knowing his name and other identifying information.



The subjects were asked to answer the ASQ first, as per the following directions:

The following questionnaire contains a variety of statements of opinion on a number of topics. Please read each statement carefully and indicate the nature of your agreement or disagreement with it by writing a number in the space provided on the left. You may use the following as a guide:

Please write:

- +3, if you agree strongly,
- +2, if you agree considerably,
- +1, if you agree somewhat,
- 3, if you disagree strongly,
- 2, if you disagree considerably,
- 1, if you disagree somewhat.

Complete anonymity of responses will be maintained; you need not give your name anywhere.

After the subjects had answered the ASQ, they were shown the videotapes on T.V. monitors. At the end of showing of the films, the subjects were asked to compare the two films in regard to each of the twelve items on the Film Preference Questionnaire and put a circle on film I or II, whichever they liked more.

Each of the three groups of subjects was tested separately. Groups one and three were shown the film based on the 'subject-centered' model first, the reverse being the case for the remaining group, that of student-teachers. This was done to minimize the "order effect" or "halo effect". The ideal approach would have been to randomize the order of films for each subject. This not being practical, however, the next best alternative



-- that of randomizing the order for the groups -- was adopted.

### Scoring of the ASQ and the Data Obtained

There were two kinds of responses on the ASQ: those with a positive sign and those with negative. On all the items in the Questionnaire, a positive response indicated conventional attitude, while a negative one indicated liberal. An item from the Questionnaire may illustrate this: "If it weren't for strict laws and punishments, most people would act like animals or worse." A +3 response to this item would clearly show extreme conventionalism.

Handling the negative numbers in the data was deemed to be inconvenient. The responses, therefore, were changed such that all became positive. For this purpose, 4 was added to all responses having a minus sign, and 3 to all those with a positive. As a result, -3, -2, -1 became 1, 2, 3, whereas +1, +2, and +3 became 4, 5, and 6.

Since there were forty items in the ASQ, it was theoretically possible for any one who is extremely conventional to get a maximum score of 240. Similarly, a minimum score of 40 was possible for any one who is liberal in attitude. Given below is a frequency distribution of the subjects' actual scores on the ASQ; 192 was the maximum score and 52 the minimum, the range being 141.

Table I shows that most of the subjects were clustered around the middle range and none had extremely conventional



TABLE I  
FREQUENCY DISTRIBUTION OF THE SUBJECTS'  
SCORES ON ASQ

Class. Interval	Tallies	Frequency
191 - 200	1	1
181 - 190	11	2
171 - 180	<del>1111</del> 111	8
161 - 170	<del>1111</del> <del>1111</del>	10
151 - 160	<del>1111</del> 1111	9
141 - 150	<del>1111</del> <del>1111</del> 11	12
131 - 140	<del>1111</del> <del>1111</del>	10
121 - 130	<del>1111</del> 1111	9
111 - 120	<del>1111</del> <del>1111</del> <del>1111</del> <del>1111</del>	20
101 - 110	<del>1111</del> <del>1111</del> <del>1111</del> 11	17
91 - 100	<del>1111</del> <del>1111</del> 1	11
81 - 90	1111	4
71 - 80	1111	4
61 - 70	1111	4
51 - 60	1	1

attitude, i.e., a score of 240.

In order to classify the subjects into two attitudinal sub-groups -- liberal and conventional -- 120 was taken as the cut-off point. Subjects, who scored more than 120 -- the High ASQ's -- were called conventional; those who obtained a score of less than 120 -- the low ASQ's -- were termed liberal. The reason for considering 120 as the cut-off point was that a liberal person could score, at the most 120, while any conventional individual could score above this figure.

Table II gives the subjects belonging to each of the three groups, i.e., parents, teachers and teacher-trainees as classified into the two categories on the basis of their attitude.







TABLE II  
THE SUBJECTS, CLASSIFIED BY GROUPS AND BY TYPE  
OF ATTITUDE

Attitudinal Level	Parents	Teachers	Teacher- Trainees	Total
High ASQ (Conventional)	19	17	25	61
Low ASQ (Liberals)	9	21	31	61
Total	28	38	56	122

Table II shows that the three groups, taken together, were well balanced for the conventional (High ASQ) and the liberal (Low ASQ) members.

#### Scoring the Film Preference Questionnaire

The subjects expressed their preference for one teaching style or the other through the Film Preference Questionnaire. For scoring this Questionnaire, the total number of preferences for each 'teaching model' was counted. Since there were twelve choices which could be expressed on the Questionnaire, more than six circles (choices) for any film indicated a preference for the teaching style exhibited through it. [Those subjects, who had an equal number of preferences for both films, were excluded from analysis; their number, however, was very small.] The order of screening the videotapes for the



second group was reverse of that for the first and the third groups. For the second group, therefore, preferences on the second film were read as if they were for the first film, and vice-versa.

The total number of responses (preferences) each subject gave to the film reflecting the 'subject-centered teaching model' are given in Table III.

TABLE III  
PREFERENCES OF THE SUB-GROUPS OF SUBJECTS FOR  
THE SUBJECT-CENTERED TEACHING MODEL

No.	Group	Attitudinal Level	
		Conventional or High ASQ	Liberal or Low ASQ
1	Parents	11, 11, 5, 12, 10, 8, 8, 10, 8, 10, 1, 0, 8, 11, 4, 2, 2, 10.	7, 4, 8, 0, 8, 9, 1, 2, 0.
2	Teachers	8, 9, 5, 1, 8, 3, 2, 0, 10, 5, 9, 8, 3, 3, 12, 11, 10.	0, 2, 5, 2, 1, 3, 4, 1, 2, 5, 1, 5, 3, 4, 3, 8, 0, 1, 9, 3, 1, 2.
3	Teacher-trainees	11, 11, 11, 12, 4, 3, 11, 2, 0, 1, 2, 12, 10, 8, 2, 1, 9, 7, 3, 9, 7, 3, 2, 8, 1.	4, 4, 4, 7, 0, 7, 5, 2, 2, 1, 10, 3, 5, 0, 12, 7, 8, 1, 0, 0, 3, 11, 12, 8, 1, 1, 0, 7, 5, 4.



The corresponding figures for the 'pupil-centered teaching model' are not given in Table III, since they are completely reproducible from the preferences on the first film, two sets of responses being dependent on one another. (For the same reason, the responses to one 'teaching model' only needed to be analysed.)

The means of the responses presented in Table III are given in Table IV along with the group sizes on which they are based.

TABLE IV  
MEAN PREFERENCES FOR THE SUBJECT-CENTERED FILM AND  
THE SUB-GROUP SIZES

Group	Attitudinal Levels				Total	
	High ASQ		Low ASQ			
	Means	N	Means	N	Means	N
Parents	7.78	18	4.58	9	12.36	27
Teachers	6.38	17	4.29	21	10.67	38
Teacher-trainees	8.55	25	3.56	30	12.11	55
Total	22.71	60	12.43	60	35.14	120

Analysis of Data

The means given in Table IV were submitted to statistical analyses. Since the sample sizes of the different sub-groups were not equal, two-way analysis of



variance, using unweighted means (Winer, 1962, pp. 241-4) was applied. The results obtained are given in Table V.

TABLE V  
ANALYSIS OF VARIANCE USING UNWEIGHTED MEANS

Source of Variance	Degrees of Freedom	Deviation Sum of Squares	Mean Square	F-ratio
Between Groups	2	14.44	7.22	0.55
Between Attitudinal Levels	1	308.24	308.24	23.67
Interaction	2	37.55	18.78	1.44
Error Term	116	1510.51	13.02	

The F-ratios obtained from the data for each source of variation are discussed below.

The Results

As one looks at the F-ratios given in Table V, in relation to null hypotheses of this study, it becomes obvious that two of the hypotheses are not rejected.

H<sub>01</sub>: There is no difference in the three populations of evaluators, in regard to their liking or preference for a given model of teaching.

The F-ratio for this hypothesis was .55, a value too small to be significant at five per cent level of significance. The null hypothesis was, therefore, not





rejected. It may be concluded that the three populations of evaluators did not differ in regard to their preference for 'subject-centered teaching model'.

H<sub>0</sub> 2: The population of evaluators with liberal attitude likes a teaching style as much as the one having conventional attitude.

The F-ratio for this hypothesis was 23.67. This value is highly significant ( $p < .001$ ). It is inferred, therefore, that the population of conventional subjects was markedly different from that of liberal subjects, in regard to their preference for the subject-centered teaching model. The null hypothesis, therefore, was rejected. Comparing the means for the two groups of subjects, one finds that it was 22.71 for the High-ASQ (conventional) subjects and only 12.43 for the Low-ASQ (liberal) subjects. There is sufficient reason to believe, therefore, that the difference in means is related to the attitudes of the subjects. It can be stated confidently that the conventional subjects preferred the 'subject-centered' teaching. (The liberals, by implication, preferred the 'pupil centered' teaching.)

H<sub>0</sub> 3: There is no interaction between the three populations of evaluators and the two levels of attitude, in regard to their preferences for a teaching style.

The F-ratio related to this hypothesis was not significant; the hypothesis, therefore, was not rejected. The fact that there was no interaction between the three



groups of subjects and the two levels of attitude, shows that the effects were additive.

### Summary

This chapter began with details regarding the administration and scoring of the two questionnaires. On the basis of the scores on the ASQ, the subjects were classified into two categories: (1) the conventional, and (2) the liberal. Scores were also obtained regarding the subjects' preferences for the 'subject-centered teaching model'. The responses were analysed, through two-way analysis of variance, using unweighted means. Two of the three null hypotheses of this study were not rejected. The one about the preferences of the populations possessing different levels of attitude on the conventionality-liberalism continuum, was rejected. It was found that liberal and conventional subjects were not alike, so far as liking the 'teaching model' was concerned, the latter group preferring the 'subject-centered' teaching style.



## CHAPTER V

### SUMMARY AND CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### I. SUMMARY AND CONCLUSIONS

Attitudes have been known to influence one's judgments in general. Whether they also influence the evaluation of teaching has not so far been researched, however. The fact that different persons, observing the teaching of the same teacher, may come up with contradictory evaluation, needs some explanation. The present study attempted to find out if the explanation lay in the attitudes of the evaluators.

It was decided to limit attention to liberality-conventionalism as the dimension of attitudes. Three groups of individuals were used as evaluators. They were: teachers, teacher-trainees and parents. Each group of subjects was first divided into two subgroups on the basis of measured attitude. These groups were called liberal and conventional. This was done with the help of an instrument developed specifically for this research, and called Attitude Survey Questionnaire, or ASQ.

The initial draft of the ASQ had sixty-six items. It was administered to a try-out group of fifty-two. The responses obtained were analysed, using the technique of cluster-analysis or homogeneous keying of DuBois, Loevinger



and Gleser (1952). Only forty of the sixty-six items were retained for the final draft. Each item had six levels of response, three indicating liberal and three conventional attitude. Since the six response-levels were assigned a numerical value of 1 to 6, for computational reasons, a maximum score of 240 was possible (indicating an extremely conventional attitude), and a minimum of 40 (implying extreme liberality). The subjects scoring 120, or more, -- the High ASQ's -- were termed conventional in attitude, the rest, the Low ASQ's or liberal.

Two teaching styles, 'subject-centered' and 'pupil-centered' -- chosen for this study -- were depicted through two short T.V. videotapes, produced for this study by the Audio-Visual Media Center of the Faculty of Education, University of Alberta. To gauge the over-all preferences of the evaluators for one or the other 'teaching model', a Film Preference Questionnaire of twelve items was constructed.

There were 122 subjects in all: 28 parents, 38 teachers and 56 teacher-trainees. The two questionnaires were stapled together for administration. The subjects answered the ASQ first. Then the two T.V. videotapes were shown. The order of showing the films was randomized for the three groups of subjects. After having seen the films, the subjects indicated their preference for the films on the Film Preference Questionnaire.







On the basis of their responses to the ASQ, the subjects were equally divided between conventional and liberal subgroups. The responses of conventional and liberal subjects were analysed on Film I\* through Two Way Analysis of Variance using unweighted means, to test the three null hypotheses of the study:

- (1) The three populations of the subjects do not differ in evaluating the two teaching styles.
- (2) The populations of conventional and liberal subjects do not differ in evaluating the two 'teaching models'.
- (3) The factors represented in the above hypotheses do not interact with one another.

As was anticipated, the analysis led to the rejection of the second hypothesis. It was concluded, therefore, that attitudes do make a difference in the evaluation of teaching styles, conventional evaluators preferring the 'subject-centered' style of teaching. If attitudes, as a variable, are not taken into consideration, the populations of the three groups, used as evaluators, did not differ in their liking or preference for the two teaching styles.

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\*The responses on Film II did not have to be analysed since they were completely reproducible from those on Film I.



## II. IMPLICATIONS

The relationship between evaluation of teaching and attitudes of evaluators, seems to have crucial implications for education. Some of them could be:

(1) It can provide at least a partial explanation of the experience that two observers, evaluating the teaching of the same teacher simultaneously come-up with contradictory judgments.

(2) The teacher-hiring practices may need some change. Though the over-all superiority of one teaching style over the other may perhaps never be established beyond doubt, it would remain a fact that not all people equally like both the styles. If teaching is to become fully effective, there is need for greater harmony between the preference of a community for teaching style and attitudes of the community. The knowledge of the relationship between attitudes and preference for teaching styles may be used in hiring teachers to bring about this harmony.

## III. SUGGESTIONS FOR FURTHER RESEARCH

Some suggestions for further research are offered below.

(1) Different teachers should be used for different films, so that one could see if a given style specially suits some teachers, but not others. That is, some teachers may do a better job of teaching through one style and/or the



observers may associate these teachers with one style more than the other.

(2) A pilot study may be initiated to develop a more comprehensive questionnaire. For example, the questionnaire might include some open-ended questions, too.

(3) The items of the Attitude Survey Questionnaire should be such that on some of them one end of the attitude continuum represents conventionalism, while on others, the other end does the same. Thus a subject, who habitually answers positively all questions (has acquiescence set), will not necessarily be regarded as having conventional attitude.

(4) Subjects from other than metropolitan background should also be used, to find whether the size of the community is related to preference for teaching styles.

(5) Other influential groups of subjects in the educational set-up of the society (such as members of a school board, or those of the education policy committee) should also be used. This would show whether well-defined and important groups also differ in their preferences for teaching styles.

(6) The role of styles as an aspect of teaching effectiveness may be studied.

(7) Live teaching should be used to investigate if the relationship between attitudes and styles proves similar.

(8) Traditional evaluators -- the superintendents -- may also be used.



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## A P P E N D I X      A

### Initial Draft of the Attitude-Survey Questionnaire



## ATTITUDE-SURVEY QUESTIONNAIRE

- \_\_\_\_ 1. A more relaxed atmosphere in our homes and schools can help bring more happiness and achievement for our youngsters.
- \_\_\_\_ 2. If mankind doesn't learn to live in peace, it is possible that one day we will all have to face God's wrath.
- \_\_\_\_ 3. Today's world has new problems; hence we need fresh ideas and bold proposals, not limited by yesterday's horizons.
- \_\_\_\_ 4. A teacher and her pupils should mix well and be on close terms.
- \_\_\_\_ 5. A person of low breeding and bad manners cannot expect to have decent people mixing with him.
- \_\_\_\_ 6. Society needs the businessman and the manufacturer a lot more than it needs intellectuals or artists.
- \_\_\_\_ 7. A free and relatively uninhibited child develops into a more wholesome personality.
- \_\_\_\_ 8. Since life is what you make it, I think people get what they deserve in the long run.
- \_\_\_\_ 9. The ringleaders in crime and racketeering are usually the foreigners in our society.
- \_\_\_\_ 10. One advantage of liberal education is that it gives more self-satisfaction to the learner.
- \_\_\_\_ 11. It is too bad that some other nations lack food or other essentials, but Canada cannot afford to get involved in other people's business.
- \_\_\_\_ 12. Kids these days have been allowed to get more and more bold; so naturally they now have started to question the wisdom of their parents.
- \_\_\_\_ 13. Science may be a good thing in some cases, but it is faith in God that carries man through hard times.
- \_\_\_\_ 14. If it weren't for strict laws and punishments, most people would act like animals or worse.
- \_\_\_\_ 15. Education should just buckle down to the tried and true methods we used to have, and quit wasting time on new theories and experiments.



- \_\_\_\_\_ 16. If society ever made up its mind to eradicate immoral and crooked people, we would find most of our social troubles almost over.
- \_\_\_\_\_ 17. Maybe some of these modern ideas are all right, but kids were happier in the days when the parents word was "law" in the home.
- \_\_\_\_\_ 18. All truly great people grew up in well-controlled homes.
- \_\_\_\_\_ 19. We would all be better off, if we did not waste our time in talking and planning about social problems and just got down to honest, hard work.
- \_\_\_\_\_ 20. It is said that as times change, so should our ideas and ways of dealing with things.
- \_\_\_\_\_ 21. The trouble with so-called "progressive" education is that students are just allowed to be their natural, lazy selves and consequently they don't learn anything.
- \_\_\_\_\_ 22. The idea of equality may be a good ideal, but lower classes really don't deserve to rise to the top.
- \_\_\_\_\_ 23. Homosexuals are a dangerous element in society and should not be allowed to be in important jobs or professions.
- \_\_\_\_\_ 24. The most important thing that our children must learn is obedience and respect for authority.
- \_\_\_\_\_ 25. Human nature being what it is, there will always be wars and conflict.
- \_\_\_\_\_ 26. No matter what science accomplishes, certain things can never possibly be understood by the human mind.
- \_\_\_\_\_ 27. Today's education is concerned with frills; so much so that we are losing sight of the subject matter.
- \_\_\_\_\_ 28. Generally speaking, people can be divided into two classes: the weak and the strong.
- \_\_\_\_\_ 29. It may be a virtue to show kindness, but kids would be better off if we exercised more discipline and authority.
- \_\_\_\_\_ 30. The reason teen-agers today have so many problems is that they have too much freedom.





- \_\_\_\_\_ 31. I think society today has morally deteriorated because too many people have lost sight of the old and true values of yesterday.
- \_\_\_\_\_ 32. Nobody ever learned anything really worthwhile without hard work and suffering.
- \_\_\_\_\_ 33. Children learn better and more in schools when they engage in activities they like, rather than being told what to do.
- \_\_\_\_\_ 34. Society today deals too lightly with people such as sex criminals; they need severe punishment as an example to others.
- \_\_\_\_\_ 35. Someday it will probably be shown that astrology can explain a lot of things.
- \_\_\_\_\_ 36. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
- \_\_\_\_\_ 37. Maybe some people don't like to admit it, but human nature is basically selfish and lazy.
- \_\_\_\_\_ 38. Instead of everybody talking and planning together, our bosses and leaders should just tell us what is wanted and how to do it.
- \_\_\_\_\_ 39. Such aspects as the student's emotional growth are just as important as knowledge; hence schools should be concerned with these, too.
- \_\_\_\_\_ 40. What Canada needs most, more than laws and political programs, is a few really bold leaders who can show us the way.
- \_\_\_\_\_ 41. The wild sex-life of old Greeks and Romans was tame compared to some of the going-ons in this country, even in places where people might least expect it.
- \_\_\_\_\_ 42. Children need understanding more than rules of behavior.
- \_\_\_\_\_ 43. If people would live their lives according to strict moral principles, there wouldn't be any trouble in the world.
- \_\_\_\_\_ 44. Weaker nations should have the stronger nations lead them and point the way on making decisions.



- \_\_\_\_\_ 45. A teacher should maintain a certain distance from her students; otherwise the students lose respect for the teacher.
- \_\_\_\_\_ 46. The poor have always been with us and always will be, as some people are just plain stupid or lazy.
- \_\_\_\_\_ 47. Every person should put his faith in a supreme power, bigger than man himself -- like God or whatever the person chooses to call this power.
- \_\_\_\_\_ 48. What our youth needs today is some strict discipline, rugged determination and a will to work and fight for family and country.
- \_\_\_\_\_ 49. Even if something is right, a person shouldn't do it if it is different from the regular custom.
- \_\_\_\_\_ 50. As long as others aren't hurt or involved, I think a person should have freedom in personal matters.
- \_\_\_\_\_ 51. The main reason for the lack of discipline in schools is that students have been allowed too much voice in how and what to do.
- \_\_\_\_\_ 52. The way I see it, poverty is a personal thing and it is not up to the government to do anything about it.
- \_\_\_\_\_ 53. In general, people don't do any work if they aren't forced to, either by necessity or by authority.
- \_\_\_\_\_ 54. Freedom tends to spoil and misguide youngsters; it is essential that their parents exercise strict and proper restraints.
- \_\_\_\_\_ 55. Too many people attack conformity today -- actually established customs are just good sense.
- \_\_\_\_\_ 56. The Canadian way of life may not be perfect, but it is the best because that is the way we have been brought up.
- \_\_\_\_\_ 57. Since the teacher is the "boss" in the classroom, she should set the rules of conduct.
- \_\_\_\_\_ 58. War is hell, but we need wars to keep enemy nations in line.
- \_\_\_\_\_ 59. Although some may scoff, I think fate has a definite hand in the solution of things.



- \_\_\_\_\_ 60. Though authoritarian ways can be excessive, young people do not understand freedom and will take advantage of it.
- \_\_\_\_\_ 61. If people accepted their place in society and quite agitating for more freedom, we would all be a lot happier.
- \_\_\_\_\_ 62. The trouble with people today is that too many are living a soft life; we'd all be better off if there were more hard physical work and less material luxuries.
- \_\_\_\_\_ 63. The children of yesterday seemed to turn into pretty good adults in their world; I don't see why we should question the methods formerly used with kids.
- \_\_\_\_\_ 64. The old revival preachers may have been too extreme, but they knew right from wrong, and that's what counts.
- \_\_\_\_\_ 65. If Canada isn't careful, she will weaken herself by letting in too many foreigners come and live here.
- \_\_\_\_\_ 66. Children should be brought up in a permissive atmosphere for a more wholesome personality development.



## A P P E N D I X      B

Atmosphere and Techniques of the Two Teaching  
Styles, and a Script of the Subject-matter  
to be Used





## THE SCRIPT OF THE SUBJECT-MATTER

## COMMUNITY SERVICE DRAFT FOR HIGH SCHOOL STUDENTS

It is proposed that all high school students be required to put in a certain period of their high school time (4 to 6 months) in the service of the community before they get their high school diplomas. Of course, it won't be a military draft, but, rather, in such projects as hospitals, Senior Citizens Homes, Canadian Indian Reserves or with Eskimos, etc.

Like any other social venture, this one has many advantages and disadvantages. In brief they are as follows:

Advantages:

(1) Cut unemployment by lengthening the school life, without imposing any academic burden on the teachers.

(2) Real-life work experience in community service to students and, thus promote their healthier social development.

(3) Crystallize a student's area (field) of interest -- and thus, lower job turn-over.

(4) Foster a keener appreciation of high school education among students and cut the drop-out rate.

(5) Indirect benefit to the community.

Disadvantages:

(1) Longer school-life may mean economic hardships for



many families.

(2) Cost of education will rise steeply.

(3) Special "teacher-managers" may be needed for such projects.

(4) Complaints of the "field-experience" not being wide enough and too much regimentation or governmental control.



## ATMOSPHERE AND TECHNIQUES OF THE TWO TEACHING STYLES

### I. THE SUBJECT-CENTERED TEACHING STYLE

#### Atmosphere

This is a typical lecture-room situation, where the teacher "gives" and pupils "receive". There is hardly any opportunity for class-discussion. That is, mostly it is one-way communication: from the teacher to the pupils. It is a case of straight subject-matter teaching, with formal rules of behavior in evidence. Students are busy in taking down notes.

#### Technique

The teacher lectures effectively and vigorously; clarity, organization and other aspects of a good lecture presentation are apparent. The teacher summarizes as he proceeds, tells the pupils as to which points are important, pauses for them to write these down, etc.

The teacher steadfastly avoids any expression of personal viewpoints, feelings, or reactions. A formal atmosphere is maintained.

### II. THE PUPIL-CENTERED TEACHING STYLE

#### Atmosphere

The students are sitting around tables arranged in a circle, along with the teacher. The room does not look



shabby, but things are not arranged in neat piles. A seminar-type of informal atmosphere, which is not rule-ridden, is maintained. A good deal of discussion -- a fair portion of it being of "free-ranging" type -- takes place.

### Technique

The teacher informs the class about the nature of the topic at hand, very briefly, and a general discussion ensues. The students do most of the discussions among themselves, with the teacher interjecting freely, but not too frequently. That means, the teacher does not dominate the discussion, nor does he make any pronouncements. Expressions of interpersonal feelings occur.





## A P P E N D I X      C

Personal Data Items of the Subjects and Their  
Relationship with Film Preference



## PERSONAL DATA SHEET

In each of the following categories, please check the response applicable to you:

- (1) Approximate Age: (a) Below 20 \_\_\_\_\_  
 (b) Between 20 and 40 \_\_\_\_\_  
 (c) Between 40 and 60 \_\_\_\_\_  
 (d) Above 60 \_\_\_\_\_
- (2) Educational Level: (a) 1 - 6 \_\_\_\_\_  
 (b) 7 - 9 \_\_\_\_\_  
 (c) 10-12 \_\_\_\_\_  
 (d) College \_\_\_\_\_
- (3) Number of Children in the family: 1 \_\_\_\_\_ 2 \_\_\_\_\_  
 3 \_\_\_\_\_ 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 More than 5 \_\_\_\_\_
- (4) Languages spoken at home: One \_\_\_\_\_ More than one \_\_\_\_\_
- (5) Work (employment) Situation: Professional work \_\_\_\_\_  
 Store owner \_\_\_\_\_  
 Clerical and/or \_\_\_\_\_  
 Secretarial \_\_\_\_\_  
 Salesman/woman \_\_\_\_\_  
 Retired \_\_\_\_\_  
 Unemployed \_\_\_\_\_  
 Home care \_\_\_\_\_  
 Other (please specify) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- (6) Average Income: Below \$4,000 \_\_\_\_\_  
 Between \$4,000 and \$8,000 \_\_\_\_\_  
 Above \$8,000 \_\_\_\_\_
- (7) House Situation: Self-owned \_\_\_\_\_  
 Rented \_\_\_\_\_
- (8) Approximate Value of the house: Below \$15,000 \_\_\_\_\_  
 Between \$15,000 and \$25,000 \_\_\_\_\_  
 Above \$25,000 \_\_\_\_\_
- (9) Professional Membership: Member \_\_\_\_\_  
 Non-Member \_\_\_\_\_
- (10) Parental Educational Level: 1 - 6 \_\_\_\_\_  
 7 - 9 \_\_\_\_\_  
 9 - 12 \_\_\_\_\_  
 College \_\_\_\_\_
- (11) Teaching Experience: Yes \_\_\_\_\_  
 No \_\_\_\_\_







CORRELATIONS OF PERSONAL DATA ITEMS (PDI'S) WITH FILM RATINGS

PDI'S*	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
Film I	0.113	0.150	0.055	-0.108	0.048	0.057	-0.211	0.073	-0.074	-0.004	-0.054
Film II	-0.099	-0.164	-0.116	0.147	-0.003	-0.060	0.158	-0.017	0.151	-0.083	0.017
Conclusions**	-	-	-	-	N O T	S I G N I F I C A N T	-	-	-	-	-

\*\* - at p < .05

\* - The Roman numerals stand for the following particulars:

- I - Approximate age.
- II - Educational level of the subject.
- III - Number of children in the family.
- IV - Language(s) spoken at home.
- V - Employment situation.
- VI - Average income.
- VII - House: Owned or rented.
- VIII - Approximate value of the house, if owned.
- IX - Professional status (member or not).
- X - Parental educational level.
- XI - Teaching experience, if any.















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